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This document combines two papers--one on pre-service, one on in-service training of junior college teachers. Literature on pre-service training shows general agreement on the need for knowledge of the history, philosophy, and unique features of the junior college, of adolescent psychology, of curriculum, and of subject matter. Of the 20 state-supported senior colleges and universities (out of 22 queried) that had graduate programs, 16 had programs for junior college teachers. The programs varied greatly: none had courses in adolescent psychology, many had administration courses, some taught both senior and junior college teaching, two led to a master's degree in teaching, one provided post-master's work, one led to an Ed.D., several gave a master's in subject matter, one offered an internship ($3150) in selected junior colleges. Two programs were still being prepared. On in-service training, a questionnaire to the presidents of 39 public junior colleges brought 31 usable replies. Twenty-one said they had an in-service program; 26 had a faculty handbook. Replies to 21 questions on the usefulness of certain items to the orientation of new faculty are shown by total and by percentage. Knowledge of one's own college is considered more important than knowledge of junior colleges in general. Recognition of duties and responsibilities to administration, staff, other faculty, and board were considered most important. Responses varied on the value of counseling, psychology, student traits, programs available, and follow-up studies. (HH)

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PRE-SERVICE TRAINING OF

JUNIOR COLLEGE TEACHERS

Term Paper

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Education 5316
January 6, 1968
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JC 680 489

PRE-SERVICE TRAINING OF JUNIOR COLLEGE TEACHERS

The purpose of this report is twofold; (1) to search the literature for the recommendations for the preparation of junior college teachers for academic positions, and (2) to find out what the state supported junior colleges are doing to prepare junior college teachers in Texas.

Although, it is not directly concerned with the report, it is interesting to note from Medsker's[1] studies that more than 64% of those teaching in the junior college had taught in the elementary and high schools, mostly in high school. This would indicate that some type of in-service program would be the most effective means for preparation of junior college teachers. It is not the intention of this report to delve in this area, but to make a few observations. With the increased demand for teachers who are up to date in their fields, it will be increasingly the responsibility of the senior colleges and universities to provide for this demand.

The first part of this report is to survey the literature to find what is recommended by authorities in the field for the preparation of junior college teachers. The following excerpts indicate their ideas. They are arranged in chronological order.

A study by Pugh and Morgan indicated:[2]

"...That the institutions in which junior college teachers receive their training could probably provide a better kind of training than

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[1]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 160).

[2]David B. Pugh and Roy E. Morgan, "Faculty Needs and Requirements," XIII (May 1943), 427-435.

that now given. The graduate schools might offer courses in how to teach, and the schools of education might give a program of greater depth in a more varied subject matter. Some attention obviously might well be given also to the kind of person who is admitted to training as a teacher."

The Conference on Preparation of Junior College Teachers recommended the following qualifications:[3]

"1. A clear conception of the philosophy and background of these institutions, their relationship to the whole educational structure, and especially their place in the community.

2. An understanding of human growth and development, and of the special problems of age groups enrolled in these institutions.

3. Adequate skill in curriculum construction, evaluation, and other areas related to the art and science of instruction in these institutions.

4. Adequate supervised teaching experience--at least a quarter or a semester--in the type of teaching in which they are planning to engage.

5. A clearly balanced appreciation of both the occupational and general educational services of these institutions.

6. For occupational instructors, occupational competence--which includes practical experience--with the recognition of this practical occupational experience.

7. For instructors in fields of general or academic education, competence in their special fields, and also in broad functional fields (for example in social factors in the life of the community as well as in history and social sciences; or in communication in the community as well as in English and the humanities; or in health in the community or conservation of human resources in the community as well as in the biological sciences, etc.)--with practical experience also in community service agencies, on newspapers, in camps, or the like."

Dolan, a school superintendent and junior college director in Illinois, from his study made the following proposals.[4]

"1. The Junior College: History, development, functions, and philosophy of the junior college, organization and administration, with a section on adult education.

2. Psychology of Adolescence: Particular emphasis on the psychology of post-adolescent years, understanding of human growth and development and of the problems of the junior college age group.

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[3]American Council on Education; Wanted: 30,000 Instructors for Community Colleges, (Washington: 1949), 11-13.

[4]Francis H. Dolan, "The Preparation of Junior College Teachers," unpublished doctoral study, Colorado State College, 1950.

3. The Junior College Curriculum: Techniques of curriculum construction and evaluation procedures.

4. Guidance and Counseling: Guidance adjusted to the junior college age group; a study of the individual student and his problems."

Jarvie, summing the studies made by the National Society for the Study of Education in their Fifty-fifth yearbook found that:[5]

"1. Thorough preparation in the field of teaching must be provided. In academic fields a master's degree is suggested as essential, with an additional year of graduate work recommended. In vocational fields, actual employment experience is urged as essential.

2. Courses in education should include materials directly related to the junior college, its philosophy, its program, its students, and its problems.

3. Practice-teaching should be done in a junior college, not in a high school or in a university."

Hillway recommended the following courses:[6]

"1. The Junior and Community College. The history, functions, present status, and problems of the junior college and the community college.

2. Junior College Teaching. A study of the psychology of young adults, the applications of psychology in teaching, the basic principles and functions of counseling and student personnel work, measurement, and junior college teaching as a profession.

3. The Junior College Curriculum. Techniques of junior college curriculum-construction, with special emphasis on general education, vocational education, curriculum surveys, and the relationship of curricular offerings to the needs of the community."

Koos's report suggests that junior college teachers besides possessing a subject matter should have a knowledge of:[7]

"1. The philosophy and place of the junior college in American Education.

2. The organization and administration of junior colleges.

3. The junior college curriculum

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[5]L.L. Jarvie, "Making Teaching More Effective," Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1956), pp. 221-2.

[6]Tyrus Hillway, "The American Two Year College" (New York) Harper & Brothers, 1958, pp. 193-194.

[7]Leonard V. Koos, "Preparation for Community College Teaching," Journal of Higher Education, XXI (June, 1960), 309-317.

4. The psychology of late adolescence and post adolescence
5. Student personnel problems in the junior college
6. Methods of teaching junior college students
7. Practice teaching.

Thornton proposes the following curriculum for training junior college teachers:[8]

"1. A master's degree in a subject field.
2. A teaching minor, amounting to approximately one-fifth of the student's total college credits, in a field related to the master's degree major field.
3. Courses in professional education to equal about one semester's total, including

a. Educational psychology--junior college student characteristics, principles of learning, guidance, and counseling.
b. A course in history, purpose, status, and problems of the junior college.
c. Methods and techniques of teaching in the junior college, including evaluation.
d. Supervised teaching, or internship, in a junior college."

In summing up, the first important area is the preparation of junior college teachers in a strong background in the subject area taught. Courses in the area of professional preparation should include:

1. History and philosophy of the junior college
2. Psychology of junior college students
3. Curriculum construction and evaluation

The second part of this report deals with a survey of what the state supported senior colleges and universities in Texas are doing in the area of preparation of junior college teachers. Wood[9] reported that as late as 1950, not a single college or university had a program

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[8]James W. Thornton, Jr., "The Community Junior College," 2nd Ed.; (New York: John Wiley and Sons, Inc., 1966), pp. 142-3.

[9]William R. Wood, "Professional Personel for Community Colleges," Junior College Journal, XX (May, 1950), 513-22.

for the preparation of junior college teachers.

A letter was sent to the head of the graduate school of every state supported senior college and university in the State of Texas. Appendix A lists the institutions to which the letters were sent. Appendix B is a copy of the letter sent. As can be noted from the letter, it was sent as an inquiry of a prospective graduate student. I felt this was probably the easiest and most effective way of receiving information about their programs.

Replies were received from twenty-one of the twenty-two institutions. (96.45%) The reason for not having 100% reply was probably because I signed my regular signature. Texas Woman's University did not reply. Since I was not a woman, they did not reply.

Angelo and Tarleton indicated that they did not have graduate programs. This left only twenty schools which had graduate programs. The data is based on these twenty schools. All but two schools, Texas Western and Houston, responded with a letter. All the schools except Arlington, North Texas, Pan American, Prairie View A & M, Texas Tech, and West Texas sent graduate bulletins. Bulletins of those not sending them were obtained, including Texas Woman's University.

From a survey of both the letter responses and bulletins, it was found Arlington, Pan American, Prairie View A &M, and Texas Tech has no program for the preparation of junior college teachers.

From the survey, it was found that East Texas and Sam Houston have a master's degree program. East Texas indicated a post master's program. North Texas indicated a program leading to the Ed.D. Lamar, Midwestern, North Texas, Southwest, Stephen F. Austin, Sul Ross, Texas A&M, Texas A&I,

and West Texas indicate that a subject matter master's degree was sufficient for preparation of junior college teachers and that they had master's degree programs in specific fields. Pan American and West Texas indicated that they had proposed programs for the preparation of junior college teachers.

It was found in the respective college bulletins, that the following schools had the number of courses indicated in higher education, junior college education and internship: East Texas, 2,1,0; North Texas, 1,1,0; Sam Houston, 0,2,1; Texas A&M, 2,0,0; Texas Tech, 1,2,0; Houston, 2,1,0 and Texas, 2,2,0.

Only two schools have mention of programs. They are East Texas and Texas.

Of the three courses offered by East Texas, one deals with administration, one on teaching in college, and a third on the junior college. This would satisfy number one and partially satisfy number three in the summary of part one of this paper.

North Texas had two courses. They tend to partially satisfy number one and three in the summary of part one.

Texas A&M has two courses. Neither one indicate junior college orientation. One is on teaching.

Texas Tech has three courses. Two are orientated toward the junior college. One would satisfy number one in the summary of part one. The others are orientated to administration. Their response indicated they did not have a program for the preparation of junior college teachers.

Of the three courses offered by the University of Houston, only one is orientated toward the junior college. There is no indication

of what area it covers.

The University of Texas has four courses. Two deal with the junior college and one with college teaching.

Sam Houston is the only college who by their response is making a real effort for the preparation of junior college teachers. After a faculty survey, a program for the preparation of junior college teachers was set up leading to the master's degree. Two of the courses meet numbers one and three in the summary of part one. In addition there is an internship in selected junior colleges. The stipend for the junior college intern is $3150.00 for nine months.

In summary, none of the schools having courses in higher education, have any course for the psychology of the college student. Many of the courses on higher education are in the area of administration. East Texas, North Texas, Sam Houston, and Texas offer courses in both the junior college and college teaching. The way these courses were organized, they could meet the summary in part one.

APPENDIX A

STATE SUPPORTED SENIOR COLLEGES

Angelo	San Angelo
Arlington	Arlington
Bexar Texas	Commerce
Lamar	Beaumont
Midwestern	Wichita Falls
North Texas	Denton
Pan American	Edinburg
Prairie View A&M	Prairie View
Sam Houston	Huntsville
Southwest Texas	San Marcos
Stephen F. Austin	Nacogdoches
Sul Ross	Alpine
Tarleton	Stephenville
Texas A&M	College Station
Texas A&I	Kingsville
Texas Southern	Houston
Texas Tech	Lubbock
Texas Western	El Paso
Texas Woman's University	Denton
University of Houston	Houston
University of Texas	Austin
West Texas	Canyon

APPENDIX B

LETTER SENT TO STATE SENIOR COLLEGES

P. O. Box 516
Clarendon, Texas
November 3, 1967

Dean of the Graduate School
College
College Town, Texas

Dear Sir:

I am making an inquiry to see if you have a program for the preparation of junior college teachers. If you have such a program, please send me information about it and a graduate catalog.

Sincerely yours,

W. L. Ellerbrook

APPENDIX C

COURSES IN HIGHER EDUCATION

East Texas

Ed. 540	The American Junior College
Ed. 621	Teaching in College
Ed. 625	Organization and Administration of Higher Education

North Texas

Ed. 604	Planning the Community College
Ed. 605	The Improvement of College Teaching

Sam Houston

	Interdepartment Seminar
	Curriculum Seminar
	Internship

Texas A&M

Ed. 601	College Teaching
Ed. 655	Administration of Higher Education

Texas Tech

Ed. 5316	The Junior College
Ed. 5357	The Administration of the Junior College
Ed. 5389	Student Personnel Services in Higher Education

University of Houston

Ed. 773	Problems in the Junior College
Ed. 775	Administration of Higher Education
Ed. 865-6	Seminar in Higher Education

University of Texas

Ed. 382T	Problems of College Teaching
Ed. 387	The Junior College
Ed. 691K	Administration of Institutions of Higher Education
sec.1	Junior College
sec.2	Senior Colleges and Universities

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IN-SERVICE TRAINING OF JUNIOR COLLEGE TEACHERS FOR ORIENTATION

Term Paper

W. L. Ellerbrook
Education 5357
April 23, 1968
Dr. Floyd D. Boze

JC 680 489

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IN-SERVICE TRAINING OF JUNIOR COLLEGE TEACHERS FOR ORIENTATION

The purpose of this report is to determine what type of in-service training is being given to new teachers in the public junior colleges of Texas. The problem is what is done to orient the new teacher to the junior college. It is assumed that the teacher is a master of subject matter to be taught and the pedagogic methods. The report is a continuation of an earlier report on preservice training of junior college teachers.

A questionnaire was sent to the presidents[1] of the thirty-nine public junior colleges in Texas. Table 1 is a copy of the questionnaire, Appendix A is a listing of the junior college and their respective president, to whom the questionnaire was sent. Appendix B is a copy of the letter sent to each president.

Of the thirty-nine junior colleges to whom the questionnaire was sent, thirty-three or 84.62% replied. Of these two did not return the questionnaire. This gave thirty-one or 79.49% return of usable data. The calculations in this report are based on these thirty-one junior colleges. Not all the blanks were filled in on all the returns. The data calculated did not include these omissions, but was calculated on the total replies per question.

The data is divided into four parts. The first part involves the first two questions. The next eight questions, three through ten,

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[1] American Association of Junior Colleges, Junior College Directory (Washington, D. C., 1968), pp. 57-61.

TABLE 1

QUESTIONNAIRE

Do you have an in-service program to orient new faculty members? yes___no___

Do you have a faculty handbook? yes___no___

How would you rate the following items as to their usefulness in an in-service program to orient new faculty members to your junior college?

	Excellent	Good	Fair	Poor
Background History of junior colleges in general				
your junior college				
Philosophy of junior colleges in general				
your junior college				
Aims, goals and purposes of junior colleges in general				
your junior college				
Present status of junior colleges in general				
your junior college				
Duties and responsibilities In relation to the administration				
staff				
faculty				
students				
Duties teaching				
non-teaching				
Board policies and regulations				
Junior College Students psychology of				
counseling				
other student personnel services				
Types of students attending your junior college				
types of programs and curicula available to the students				
places students go after junior college				

Please make comments on the reverse side of this sheet

on background comprise the second group. The next seven questions, eleven through seventeen, on duties and responsibilities. The last six questions, eighteen through twenty-three, are concerned with the junior college student. The first two questions are answered with either a yes or no answer. The rest of the questions were to be rated as to their usefullness in an in-service program to orient new teachers to the junior college. The responses were to be rated excellent, good, fair, or poor. The answer tally appears in Table 2. The corresponding percentages for this data are found in Table 3.

The first question, "Do you have an in-service program to orient new faculty members," had 21 yes answers and 6 no answers. The respective percentages for these figures were 77.78% and 22.22%.

The second question, "Do you have a faculty handbook," had twenty-six yes answers and three no answers. The respective percentages for these figures were 89.66% and 10.34%.

The remaining twenty-one questions were rated excellent, good, fair, or poor. Of the replies, four or 12.90% checked all replies excellent. Thirteen or 41.94% of the replies were checked all excellent or good. Twelve or 38.71% of the replies had a low rating of at least one fair. Two or 6.45% of the replies had at least one poor rating.

The next eight questions, three through ten, were on the background of the junior college. They were divided into two subgroups. These subgroups were comparing junior colleges in general to the specific junior college at which the teacher is working. The main questions under background were concerned with history, philosophy, aims, goals, purposes, and the present status of junior colleges. The tallies

TABLE 2

TALLY OF RESULTS

Do you have an in-service program to orient new faculty members? yes 21 no 6

Do you have a faculty handbook? yes 26 no 3

How would you rate the following items as to their usefulness in an in-service program to orient new faculty members to your junior college?

	Excellent	Good	Fair	Poor
Background				
History of				
Junior colleges in general	7	14	9	0
your junior college	17	11	1	0
Philosophy of				
junior colleges in general	14	11	4	1
your junior college	25	6	0	0
Aims, goals and purposes of				
junior colleges in general	12	13	4	1
your junior college	26	5	0	0
Present status of				
junior colleges in general	7	18	5	0
your junior college	21	9	0	0
Duties and responsiblities				
In relation to the				
administration	23	6	1	0
staff	23	8	0	0
faculty	25	6	0	0
students	26	5	0	0
Duties				
teaching	29	2	0	0
non-teaching	24	5	2	0
Board policies and regulations	22	7	2	0
Junior College Students				
psychology of	13	10	5	1
counseling	19	12	0	0
other student personnel services	14	15	2	0
types of students attending your				
junior college	17	12	1	1
types of programs and curicula				
available to the students	19	11	1	0
places students go after junior college	18	13	2	0

Please make comments on the reverse side of the sheet.

TABLE 3

PERCENTAGE OF RESULTS

Do you have an in-service program to orient new faculty members? yes 77.78 no 22.22

Do you have a faculty handbook? yes 89.66 no 10.84

How would you rate the following items as to their usefulness in an in-service program to orient new faculty members to your junior college?

	Excellent	Good	Fair	Poor
Background				
History of junior colleges in general	23.33	46.67	30.00	0
your junior college	58.62	37.93	3.45	0
Philosophy of junior colleges in general	46.67	36.67	13.33	3.33
your junior college	80.65	19.35	0	0
Aims, goals and purposes of junior colleges in general	40.00	43.33	13.33	3.33
your junior college	83.87	16.13	0	0
Present status of junior colleges in general	23.33	60.00	16.67	0
your junior college	70.00	30.00	0	0
Duties and responsibilities				
In relation to the administration	76.67	20.00	3.33	0
Staff	74.19	25.81	0	0
Faculty	80.65	19.35	0	0
Students	83.87	16.13	0	0
Duties				
teaching	93.55	6.45	0	0
non-teaching	77.42	16.13	6.45	0
Board policies and regulations	70.97	22.58	6.45	0
Junior College Students				
psychology of	44.83	34.48	17.24	3.45
counseling	61.29	38.71	0	0
other student personnel services	45.16	48.39	6.45	0
types of students attending your junior college	54.84	38.71	3.23	3.23
types of programs and curricula available to the students	61.29	35.48	3.23	0
places students go after junior college	51.61	41.93	6.45	0

please make comments on the reverse side of this sheet.

represented in Table 2 show that there is more concern that the new teacher knows more about the specific junior college than junior colleges in general.

When comparing the junior college in general to the specific junior college in these areas, it was found that the junior college in relation to itself is more important than junior college in general. When comparing questions 3, 5, 7, and 9 to questions 4, 6, 8, and 10, it was found that there was a greater interest toward the specific junior college. The average excellent for junior colleges in general was 33.33% and for specific junior colleges was 73.29%. The average good for junior colleges in general was 46.67% and for specific junior colleges was 25.85%. The average fair for junior colleges in general was 18.33% and for specific junior colleges was 0.86%. The average poor for junior colleges in general was 1.66% and for specific junior colleges was 0.00%. The highest excellent percentage was for the philosophy of specific junior college. The largest poor percentage for the philosophy of junior colleges in general and for the aims, goals, and purposes of specific junior colleges.

The third section of the questionnaire is concerned with the duties and responsibilities in relation to the administration, the faculty, the staff, and the students, and the board policies and regulations. These questions were eleven through seventeen. The average excellent response was 79.62%, the good was 18.06%, the fair was 2.32%, and there were no poor responses. This section of the questionnaire had the best response of the four areas.

The fourth part of the questionnaire is concerned with the junior college student in the areas of psychology, counseling, types of students,

types of programs, and where students go after attending junior college. The average percentage of excellent was 33.17%, good was 39.62%, fair was 6.10%, and poor was 1.11%. This section of the responses received the lowest rating.

Table 4 is another representation of the data in Table 2. Using a scale of excellent equals four, good equals three, fair equals two, and poor equals one, the average of the twenty-one questions was determined and the results are found in Table 4.

The average for the responses using this scale was 3.38. All responses were between 3.00 and 4.00 except one. This was the history of junior colleges in general. There were five responses with averages above 3.60. They were teaching duties, 3.94; aims, goals, and purposes of your junior college, 3.84; duties and responsibilities in relation to the students, 3.64; philosophy of your junior college, 3.81; and duties and responsibilities in relation to the faculty, 3.91.

In the second part of the questionnaire, there were four above and four below average. Three of the four above average pertained to the specific junior college. Two of the top five responses were in this group. All of the responses in the third part of the questionnaire were above average. Three of the top five were in this group. There was one above and three below average in the fourth part of the questionnaire.

From the data, it seems that most of the questions were very good. The ratings were high. Perhaps there should have been more of a contrast in some of the questions or other questions should have been asked to give larger range of the responses.

The return of the questionnaire was 79.43%. I was hoping to get 100% return of usable data. But the return is above the average.

TABLE 4

SCALE

Do you have an in-service program to orient new faculty members? yes___ no___

Do you have a faculty handbook? yes ___ no___

How would you rate the following items as to their usefulness in an in-service program to orient new faculty members to your junior college?

Background	
History of junior colleges in general	2.93
your junior college	3.55
Philosophy of junior colleges in general	3.27
your junior college	3.81
Aims, goals and purpose of junior colleges in general	3.47
your junior college	3.84
Present status of junior colleges in general	3.67
your junior college	3.70
Duties and responsibilities In relation to the administration	3.73
staff	3.74
faculty	3.81
students	3.84
Duties teaching	3.94
non-teaching	3.71
Board policies and regulations	3.65
Junior College Students psychology of	3.21
counseling	3.23
other student personnel services	3.39
types of students attending your junior college	3.42
types of programs and curricula available to the students	3.58
places students go after junior college	3.77

The data indicates that most of the junior college presidents want their new teachers to have a knowledge of the philosophy and goals of the institution. They would also like for new teachers to know something about their teaching duties and their duties and responsibilities to the students and other faculty members.